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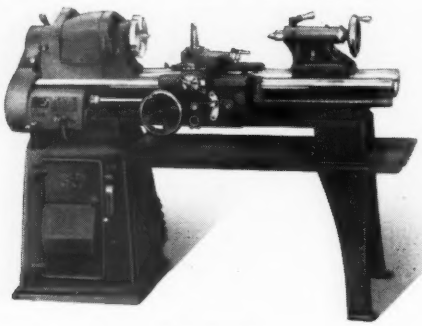

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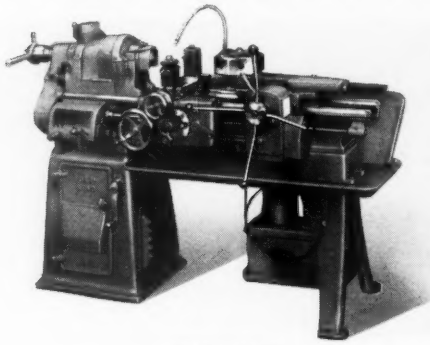

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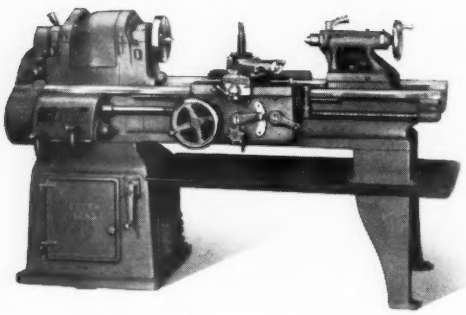

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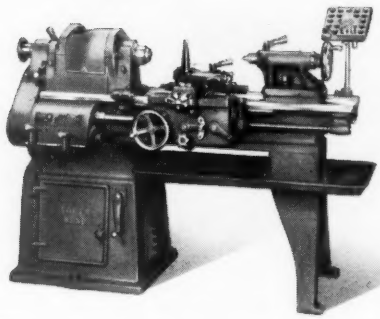

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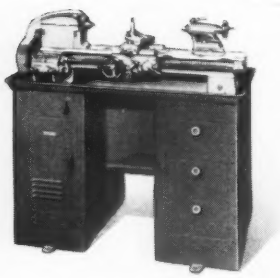

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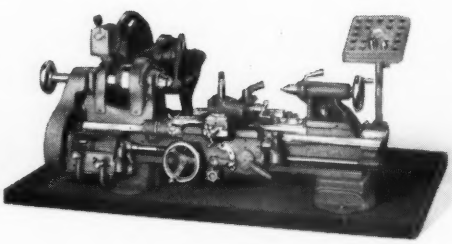

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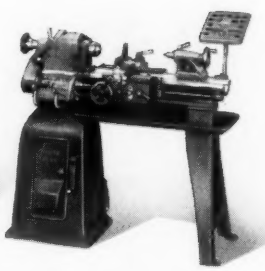

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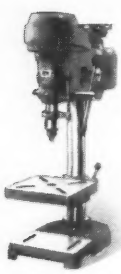

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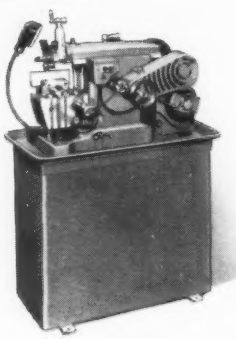

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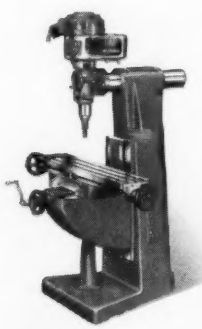

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American VOCATIONAL Journal

Official Publication of the
American Vocational Association, Inc.,
Featuring exclusive coverage of vocational and industrial arts education

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M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W., Washington 5, D. C.

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Dorothy Robinson Davis

Editorial Assistant
Nancy Hall Kane

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The Cover—*"I come from a country that raises corn, cotton, cockleburrs and Democrats. I'm from Missouri and you've got to show me . . ." The Missouri Congressman who coined these words in Philadelphia in 1899 knew what he was talking about. Missourians have to be shown. And* when it came to vocational education they called on great leaders to show them how to found a program that today *efficiently serves almost 50,000 students. See pages 4-12.*

In these Pages

THIS month the JOURNAL presents 44 pages that are full to the brim with good news of, for and about vocational and industrial arts education in this "fabled land of opportunity."

The words in quotes belong to the report of the Committee for the White House Conference on Education. Brilliantly, this historic group has recorded resolutions from the state and national meetings that studied the problems of education in this country. Vocational education, ignored earlier, has significant stature and attention in the official summation of what Americans think about and want in their public school program. On page 27, the JOURNAL presents the single synopsis of the implications of the final report for vocational education.

This month we salute our golden anniversary convention state—Missouri, where early fathers of vocational education founded a program that keeps in rapid stride with industrial growth. Coordinated with this feature is the story of the new John O'Fallon Technical School that will open in AVA's 1956 convention city, St. Louis, in September.

Washington state presents a review of the separate responsibilities of advisory and JAC committees, page 20, while Vern Frisch, on page 16, discusses the merits of incorporating proficiency awards in the business education program.

Distributive educators have a new analysis of student selection on page 22. Vocational agriculture teachers will find sincere applause from a school administrator on page 25. Home economics teachers, when they turn to page 17, will ponder a serious question: "would it make any difference if my program dropped out of sight tomorrow?"

Guidance counselors are offered new thinking and suggestions in *Career Choice,* page 24. And AVA members everywhere will be pleased to find on page 13 a new message from C. M. Miller, an old friend.

Industrial arts leaders have asked for and sponsored the description of industrial arts club activities in Louisiana, page 14, hoping that the pelican state's movement toward organization may spread nationwide.

Last, and certainly not the least, is a contribution from Samuel Caplan of Pennsylvania on creative thinking. If you've been hearing about this new technique and find yourself not quite clear on how-to-do-it, be sure to turn to page 19.

GUEST EDITORIALS

BY PHIL M. DONNELLEY
GOVERNOR, STATE OF MISSOURI

IT IS WITH great pleasure that I take advantage of this opportunity to participate in the AMERICAN VOCATIONAL JOURNAL'S *Salute to Missouri.* My acquaintance with and interest in vocational education is of long standing and is a matter of record. As a private citizen, as a member of the General Assembly for 22 years, and as Governor for almost eight years, I have had many opportunities to become acquainted with and demonstrate my interest in vocational education.

My home town, Lebanon, established its first vocational education program in 1920. Since then, Lebanon High School has established a complete program of vocational education with offerings in vocational agriculture, vocational homemaking, industrial education, distributive education, and guidance services.

All of these programs take the school right out into the community. Vocational agriculture training follows the farm boy onto the farm and provides for the improvement of the economic condition of farmers by teaching more efficient and effective means of production. In vocational homemaking education, girls are taught to apply in their own homes good and economic practices in buying, preserving, and preparing foods, planning for and furnishing a home, selecting, buying, making and caring for clothing, child care and management, as well as family life education. Students in industrial education are taught the use of the common tools of modern industry and are provided the opportunity of developing salable skills in certain trades. High school people and adults in distributive education are given experience in efficient and effective procedures in the distribution of goods and services. Boys and girls in cooperative occupational education are given actual job experience in distributive education and in trades under the joint supervision of the school and employers in the community. Through the guidance program, young people learn how their particular talents may be used to the best advantage in various occupations.

All of this is a far cry from the good but limited college preparatory curriculum which was available to me when I was in high school before 1909. Though the college preparatory curriculum is still an essential part of our total educational program, vocational education emphasizes the fact that the occupational structure of our state has increased greatly in complexity since my school days. Vocational education has pointed the way toward meeting terminal education requirements for many of today's youth. If we are to be fair to the future through the training we provide for children today, we must insist that our schools keep abreast of the changing needs of a dynamic society.

BY HUBERT WHEELER
COMMISSIONER OF EDUCATION
STATE OF MISSOURI

IN A WORLD of rapid social changes, increasing mechanization and industrialization, grave responsibilities are placed in the hands of this nation's educators. Not only must the schools prepare children for good citizenship today and tomorrow, they must also prepare future citizens for effective participation in a complex vocational society. The underlying purpose of vocational education is to prepare persons for useful employment. In this sense vocational education in agriculture, homemaking, industrial, and distributive education in addition to practical arts education, supplements, extends and makes more complete, other educational offerings.

Vocational education has made it possible for Missouri to make a substantial contribution to the industrial strength of our country. Missouri has always accepted the challenge to enter upon and expand vocational education. Of the local, state and federal money spent for vocational education in Missouri during the school year 1954-55, local communities paid 65 per cent, the state paid 14 per cent, and the fed-

(Continued on page 11)

from the Nation's Capital

M. D. Mobley

THE JOURNAL spotlight in this issue is on Missouri, the state in which the Golden Anniversary Vocational Convention will be held, December 2-8, 1956. Missouri has a fine record in the field of vocational and practical arts education. The state and its citizens have done much to encourage and promote vocational and practical arts education through the years. (Since the beginning of the Future Farmers of America in 1928, Kansas City, Missouri, has each year played host to this youth organization that has been developed and sponsored by vocational educators.) The Golden Anniversary Convention will mark the fourth time in 50 years that vocational educators have met at annual conventions in St. Louis. We are sure this city and the vocational leaders and lay citizens of the state in general will work diligently to make the 1956 Convention the greatest ever held.

Appropriations for 1957. As we go to press, the appropriation bill which carries the item for vocational education is still pending before the United States Senate. It is our hope that action will come on this measure before the end of May. We have had much encouragement that the Senate will concur in the action of the House and approve the full amount authorized under the provisions of the George-Barden Act. Appropriate statements requesting the full amount authorized and the elimination of restrictive language limiting funds for distributive education have been submitted to the Senate Appropriations Subcommittee by J. Fred Ingram, President of the AVA, and by your Executive Secretary.

The statements are similar to those presented to the House, with the exception that they point out the great need for increasing salaries of vocational teachers and officials. In the past, increases have been justified largely on the basis of need for expanding the program. There is still great need for expanding vocational education in this country, but in order to expand it on a sound basis and to maintain a high-standard program, we must give special attention to providing increased salaries for vocational personnel.

If the Senate concurs in the action of the House and votes an increase of almost $3,000,000 for vocational education, it is our hope that a major portion of this money, if not all of it, will find its way into increased salaries for vocational teachers and officials.

The statements presented to the Chairman of the Subcommittee that handles vocational appropriations contained the following:

"Many state officials anticipate that they will have serious difficulty in the immediate future in employing and holding in employment competent and well trained teachers and officials unless salaries are increased. . . . Vigorous action is needed in the expansion and maintenance of a high quality program of vocational education—contingent on adequate salaries—if we are to insure the supremacy of this nation in technology and productivity."

White House Conference Committee Report. This issue carries a story about the Report of the President's Committee for the White House Conference as it relates to vocational education. (See page 27.)

We are delighted that the report strongly urges more adequate salaries for teachers. The report carries this splendid statement—*"Teachers of outstanding excellence should be provided salaries in recognition of their contribution."* This means that the members of the Committee are in favor of paying teachers in keeping with their performance. My editorial in the February issue of the JOURNAL expounds this philosophy.

Until we establish the practice of paying vocational teachers and officials on the basis of performance rather than solely on the basis of the number of college credits earned and years of experience, we will find it increasingly difficult to hold in the profession people competent to teach the youth and adults of our land. So long as we operate on the principle that a teacher can receive a salary increase only because all other teachers—good, bad and indifferent—receive increases, rather than on the basis of performance and hard work, we will be following unsound practices not in keeping with the American way of life.

Our nation has become the most productive in the history of mankind. This has resulted from the practice and philosophy of matching pay with performance. Educators, in establishing policies governing pay of teachers, should follow this simple practice that has made America great.

AVA members will agree that vocational education should be included in every listing of "What Our Schools Should Accomplish." AVA members should be greatly encouraged by the fact that the Committee listed vocational education as a goal of the public schools, despite the fact that the Conference itself omitted any mention of it.

The statement included in the Committee's recommendation to "avoid overspecialization in vocational education" indicates a lack of knowledge about vocational education's true functions. For the great majority of the "50,000 trades" mentioned no specialized instruction is needed—and has never been offered by vocational educators. There are, however, many occupations in which specialized instruction is essential if trainees are to acquire sufficient skill and the necessary knowledge to obtain and hold jobs.

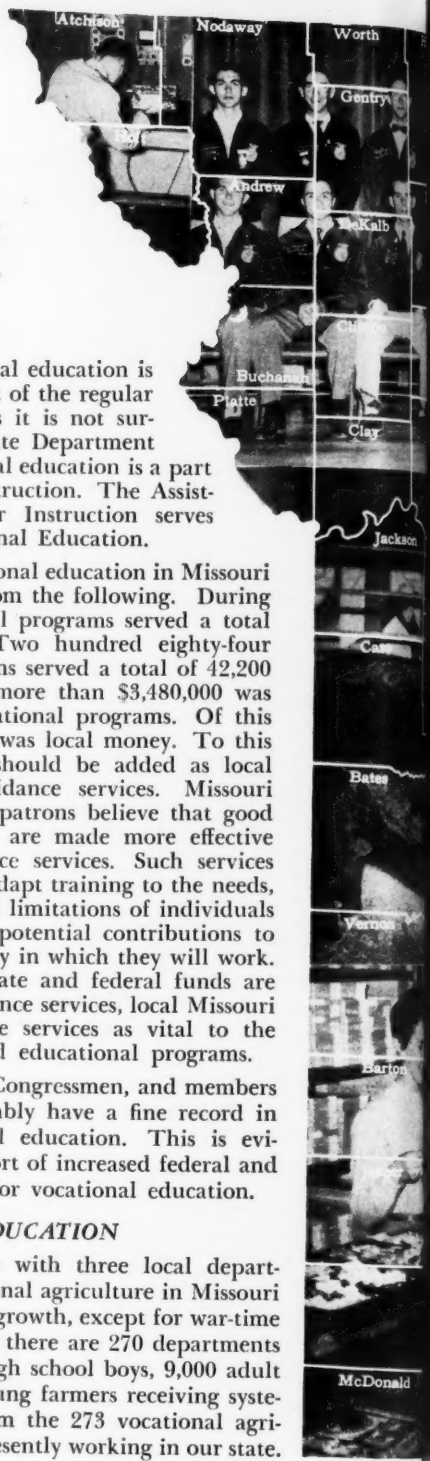
See You in St. Louis. We hope you are making plans now to attend the 50th annual vocational meeting. Full convention details will be included in fall issues of the JOURNAL.

M. D. Mobley

Executive secretary and Editor-in-Chief

the journal salutes

MISSOURI



THE DEVELOPMENT OF vocational education in Missouri is replete with illustrious names nationally recognized in the promotion of vocational education and with examples of leadership in providing for the training which permits one to prepare for or improve in his occupational life. At an early date, schools in Missouri provided for business and commercial training. In 1880, Calvin Woodward started the Manual Training School of Washington University. This was the first school in the United States to offer organized industrial work at the secondary level. Though this training was considered to be primarily general education, it paved the way for the development of vocational programs. Robert Selvidge started his career in industrial education by developing a manual arts program in Joplin in 1903. J. C. Wright served from 1913-18 as Director of Industrial Training for the Kansas City Public Schools. Paul Chapman opened the first department of vocational agriculture in Missouri at New London. He later served as State Supervisor of Agriculture. J. D. Elliff, the man who had employed Robert Selvidge at Joplin, served as the first Director of Vocational Education. He was loaned to the State Department of Education by the University with the University guaranteeing his salary and expenses. This represents a spirit of cooperation between the University and the State Department which has continued to the present time. The only other Directors of Vocational Education in Missouri have been W. T. Carrington, George Reavis, Tracy Dale, and the present director, Dr. H. Pat Wardlaw.

Since the beginning of vocational education under the Smith-Hughes Law, great changes have occurred. The assessed valuation of Missouri has tripled—from two to more than six billion dollars. During the same period, the population increased by only one-fourth. Considerable change came about in the way people earn a living. Industrialization came to the fore in the Missouri economy. Men learned to become familiar with complicated tools and machines and to fit readily into the industrial picture. Farmers learned to become more efficient and to produce more with less manpower. The need to distribute products more effectively brought in distributive education. The need to be more efficient in preserving, buying, and preparing foods, clothing, and home furnishings, and the need to give more attention to the demands of family living have been a real challenge to homemaking education.

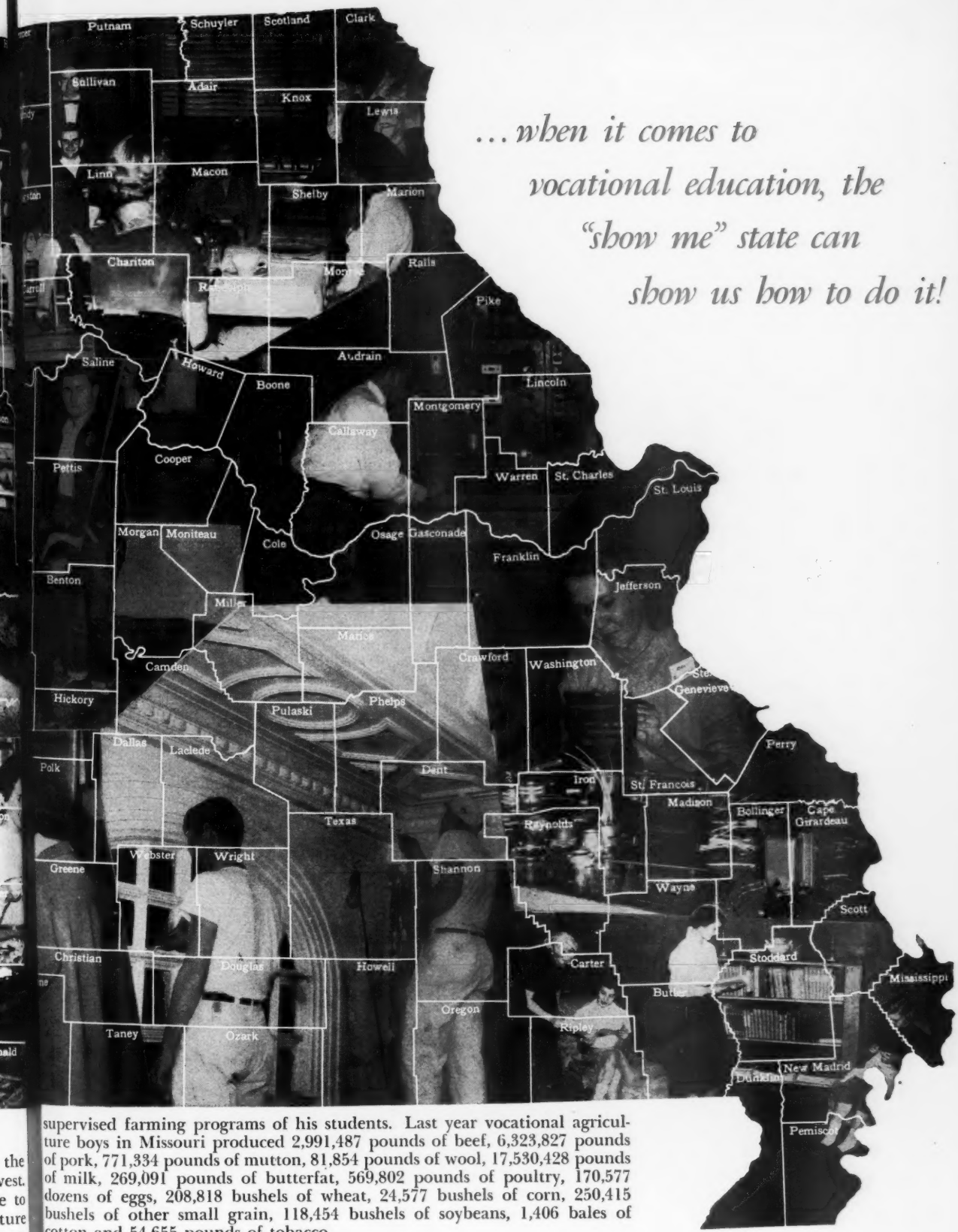
In Missouri vocational education is considered to be a part of the regular school program. Thus it is not surprising that in the State Department of Education, vocational education is a part of the Division of Instruction. The Assistant Commissioner for Instruction serves as Director of Vocational Education.

The extent of vocational education in Missouri may be determined from the following. During 1954-55, 668 vocational programs served a total of 46,635 students. Two hundred eighty-four industrial arts programs served a total of 42,200 students. A total of more than $3,480,000 was spent on the 668 vocational programs. Of this more than $2,043,000 was local money. To this more than $700,000 should be added as local money spent for guidance services. Missouri educators and school patrons believe that good educational programs are made more effective through good guidance services. Such services permit the school to adapt training to the needs, abilities, interests, and limitations of individuals in the light of their potential contributions to the needs of the society in which they will work. Though almost no state and federal funds are spent locally for guidance services, local Missouri communities see these services as vital to the development of sound educational programs.

Missouri Senators, Congressmen, and members of the General Assembly have a fine record in support of vocational education. This is evidenced by their support of increased federal and state appropriations for vocational education.

AGRICULTURAL EDUCATION

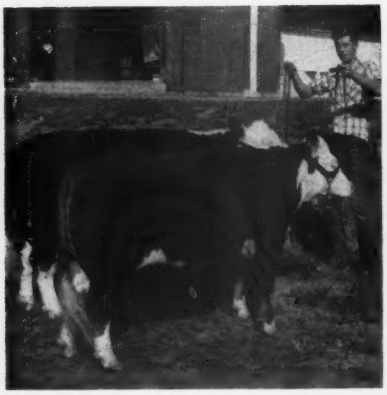
Since its inception with three local departments in 1917, vocational agriculture in Missouri has made continuous growth, except for war-time interruptions. Today there are 270 departments with nearly 12,000 high school boys, 9,000 adult farmers and 1,000 young farmers receiving systematic instruction from the 273 vocational agriculture instructors presently working in our state. Agriculture in Missouri varies greatly from the corn, hog, beef cattle areas in the Northwest and along the Missouri river to the cotton, soybean area of the Southeast and the dairy producing area of the Southwest. Because of this wide variation no attempt has been made to formulate a state-wide course of study of vocational agriculture for Missouri. A set of criteria developed by teachers, supervisors and teacher trainers is available. Each teacher follows these criteria in developing a course of study based upon the



... when it comes to vocational education, the "show me" state can show us how to do it!

supervised farming programs of his students. Last year vocational agriculture boys in Missouri produced 2,991,487 pounds of beef, 6,323,827 pounds of pork, 771,334 pounds of mutton, 81,854 pounds of wool, 17,530,428 pounds of milk, 269,091 pounds of butterfat, 569,802 pounds of poultry, 170,577 dozens of eggs, 208,818 bushels of wheat, 24,577 bushels of corn, 250,415 bushels of other small grain, 118,454 bushels of soybeans, 1,406 bales of cotton and 54,655 pounds of tobacco.

Missouri is proud of the fact that the Future Farmers of America had its birth in our state and that Kansas City continues to be the home of the

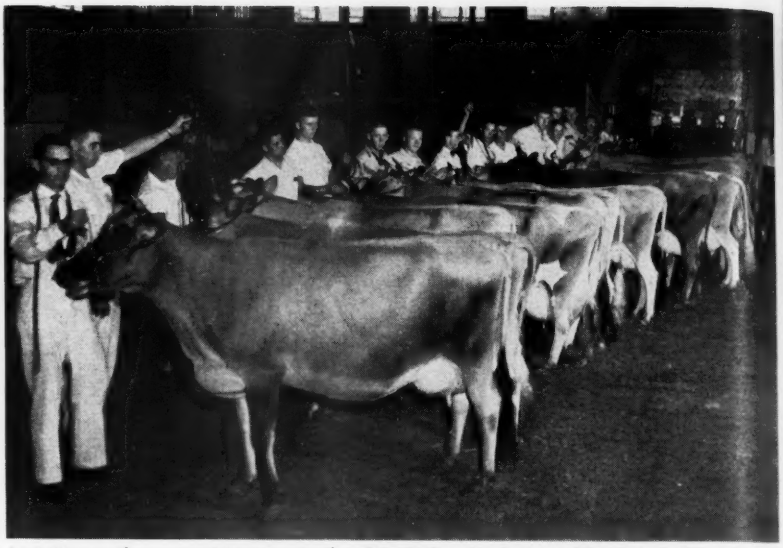


Many boys get their start in the purebred cattle business through vocational agriculture and activities of the FFA.

Annual FFA Convention. The State Association of FFA organized in 1929 with 41 chapters and now has 267 chapters with 12,000 active members. The Missouri Association has furnished seven national officers, including the first secretary, five regional Star Farmers, two Star Farmers of America, two regional Dairy Farmers, one national Farm Mechanics award winner, two regional Farm Electrification winners and the winner of the first national Public Speaking contest. The State Association of FFA operates a State Leadership Training Camp on the Lake of the Ozarks for an eight-week period each summer. About 50 per cent of the FFA chapters take advantage of this opportunity to provide their local members with additional leadership activities.

Since 1948 125 new buildings, or remodeled buildings, have been provided for local programs. Most of these facilities include a classroom, shop, storage room, toilet and office. The building of such facilities has been due to the recognition of the need for more room in which to conduct a modern farm mechanics program.

Missouri FFA officers stage a series of leadership training conferences yearly.

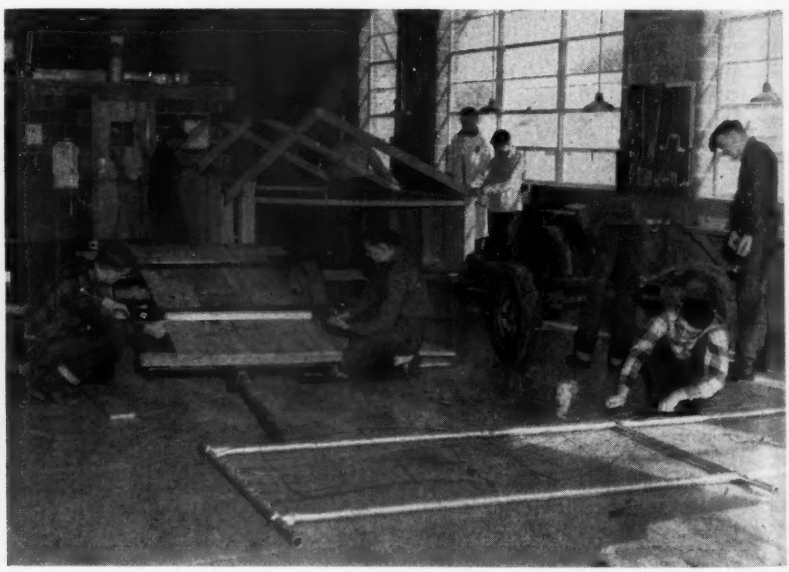


Activities such as participation in the Ozark Empire District FFA Fair help stimulate interest in the supervised farming programs that vocational agriculture initiates.

Recognizing the fact that the development of a sound vocational education program in agriculture depends upon close cooperation between parent, student and instructor, Missouri vocational agriculture instructors plan many activities which promote such cooperation. During the past year over two hundred chapters conducted either a Parents' Night or a Parent-Son Banquet. The programs for these events were developed to bring about a better understanding of the total program.

The local schools through their departments of vocational agriculture assumed the responsibility of providing the institutional on-farm training programs for the veterans of their community who had returned to the farm. Since 1946 some 40,000 veterans have been served. At the peak of the program, 16,800 veterans were enrolled in 775 special classes in 232 local vocational agriculture departments.

Most teachers of vocational agriculture in Missouri are native Missourians who are trained at the University of Missouri, Columbia, and Lincoln University, Jefferson City. In recent years much emphasis has been given to in-service training for teachers. Workshops on such subjects as farm electricity, farm motors, tractor operation and maintenance,



Lancaster, Missouri, students at work in their well equipped farm mechanics shop.

machinery repair, welding, concrete work, sheep shearing, cow clipping, and developing teaching aids are conducted in local departments for small groups of teachers. Technical agriculture personnel for the College of Agriculture and technicians from various companies have assisted the state staff with the instruction.

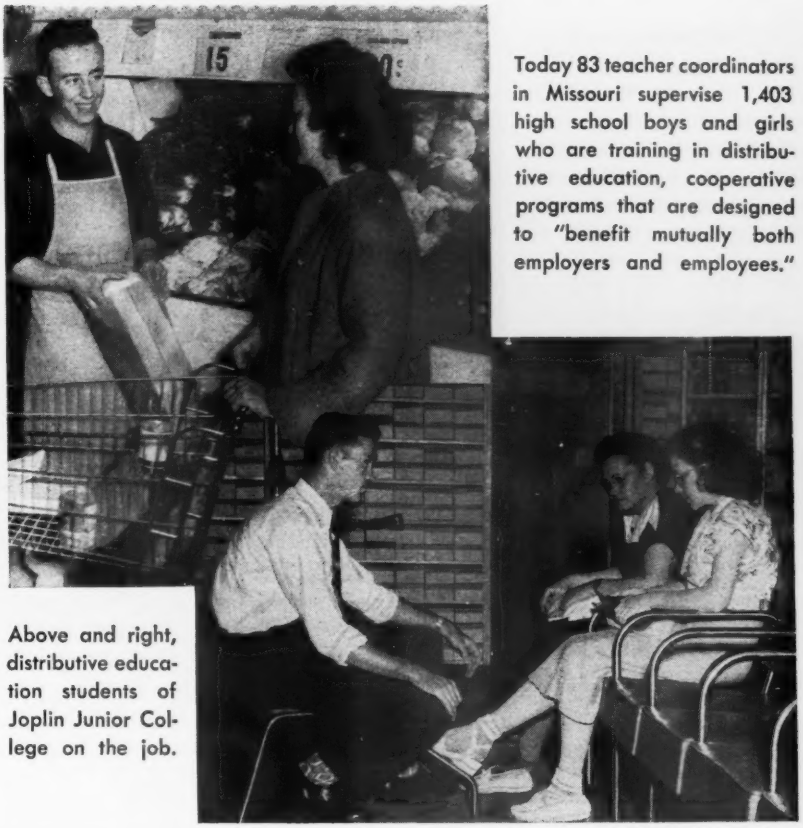
Present conditions indicate about four areas which need developing in the immediate future. These are: more adult education, particularly with young farmers; a program to reach the farm boys now enrolled in the small rural high schools; the establishment of two-teacher units in schools with large enrollments of farm boys; and the development of a more adequate guidance program to help boys, who do not have opportunities to farm, in a better selection of high school courses.

BUSINESS EDUCATION

Business education in Missouri schools is attempting to recognize the vocational needs of its students, the personal-use value of the field, and the general education contribution of business subjects. In addition to the extensive opportunities for business employment in the cities, there are widely scattered industries and activities over the state which also provide employment for students trained in business.

For the school year of 1955-56, the *Missouri School Directory* lists 908 business and distributive education teachers (full time and part time) in the public schools. The directory indicates 579 school districts which maintain high schools with 623 schools (junior high, senior high, and junior colleges) offering courses in business education. In the latest published report of the public schools in Missouri for the year ending June 30, 1954, 611 schools were offering courses in typewriting, 508 in bookkeeping, 471 in shorthand, 389 in secretarial practice, and 335 in general business. Other courses listed as offered in Missouri schools were: business arithmetic, business law, business English, office practice, salesmanship, business machines, business economics, advertising, and penmanship and spelling. The Missouri system of classification of schools recognizes business education as an integral part of the school program.

Seven state institutions have teacher-training curricula for business teachers. Other senior colleges and universities in the state also have programs which prepare for business teaching. A total of 100 business teachers (majors and minors) were graduated from Missouri colleges and universities last year.



Today 83 teacher coordinators in Missouri supervise 1,403 high school boys and girls who are training in distributive education, cooperative programs that are designed to "benefit mutually both employers and employees."

Above and right, distributive education students of Joplin Junior College on the job.

The business teachers in Missouri are engaged in working toward better unification of their activities as a professional group. They have been examining and studying standards of preparation for business teaching. They are also in the early planning stages of revising the state course of study under the direction of the State Department of Education. An annual state-wide spring conference for business teachers is held in March of each year. This is in addition to a fall departmental meeting occurring at the time of the general meeting of the Missouri State Teachers Association.

DISTRIBUTIVE EDUCATION

Vocational distributive education is a program designed to give training to those individuals who sell services or commodities. The first educational effort in the field of distributive education in the state of Missouri was with evening classes for employed distributive workers. The high school work experience educational program is a very important part of the high school curriculum. It provides an opportunity for the school and the community to work together in meeting the training needs of youth. Today in the State of Missouri there are 83 teacher-coordinators supervising 1,403 high school boys and girls training in distribution in the cooperative educational program. The cooperative training program is supervised by a teacher-coordinator thus assuring the highest possible educational values. Preparing more youth and adults to enter the field of distribution is a challenge to the teachers in the distributive education program.

An increasing interest has been shown in the state by the retail hardware people, farm implement people, restaurant people, and others in adult training programs. Some of the typical areas in which courses are offered on the adult level are: management, supervision, job instruction, human relations, and salesmanship. Every effort is being made in Missouri to promote a sound program in the field of distribution and to carry out the aims of the distributive education program which are: to improve service to the customer, to develop pride in our young people, to understand the democratic

Many home economists find work in the field interesting as well as rewarding. Here a group of girls learn how to plan, prepare and serve good family meals.

system of enterprise, and to benefit mutually both employees and employers in the field of distribution.

GUIDANCE SERVICES

Missouri educators have recogized the need for good guidance services if the instructional program is to be effective. Organized guidance programs in a few Missouri schools date back to 1925. However, it was not until 1940 when the State Department of Education established supervision for guidance services that many schools made provision for organized programs. Guidance is now a vital part of the classification system for schools in Missouri. The classification reports indicate that during the 1947-48 school year, 72 people were paid $70,055 for 179 periods per day for guidance work. Only 10 of these people were certified as counselors. In 1953-54, 297 people were paid $699,382 for 1,112 periods per day for guidance work. One hundred sixty-four of these people were certified as counselors.

Guidance services in Missouri schools have three specific functions: providing teachers with information about their students and about the occupational world of work in order that they may teach effectively in accordance with the needs, abilities, and limitations of their students and in keeping with realistic requirements of various occupations; providing students with information about themselves and about vocations in order that they may be in a position to make the most effective use of whatever abilities they possess, in terms of the available curricular and co-curricular offerings and of realistic requirements of various occupations; and providing the school administration with information regarding the needs of students and with the demands of vocations in the local community, the state, and the nation in order that the local community may be informed and necessary improvements in the school program may be initiated. Such a program of guidance permits better selection of students for vocational training, more effective instruction, and more realistic choices in terms of the requirements of and opportunities in various vocations.

HOMEMAKING EDUCATION

There is a growing emphasis at all levels and in all areas of homemaking for a "family centered" program in Missouri. Homemaking in both elementary and secondary schools of today is fast losing its connotation of being cooking and sewing, and is becoming a vitalized "family-centered" program. Family-centered teaching includes shared homemaking. As homemaking education achieves its over-all purposes for helping individuals become better family members and better homemakers, it makes a basic contribution to a better world. The satisfactions received by individuals in actually doing things in homemaking do more toward enabling them to contribute to happy home situations than any number of pages outlined from a text or reference book.

During the present school year, we have 322 functioning vocational homemaking departments in the high schools of Missouri. This is the largest number of programs in history. These programs are well coordinated with the total educational program of the high school, and are being conducted in a manner designed to meet the needs and interests of the boys and girls in the various communities. Fifty per cent of the senior high schools are offering vocational homemaking at the present time. Our chief problem today is the lack of fully qualified teachers to fill the many requests for vocational approvals.

Our program in homemaking is broad in scope and can easily be adapted to meet the needs and interests of the students. The program includes units of work in home and family; care and guidance of children; home care of the sick; home safety; wise use of time, money, and energy; selection, construction, and renovation of clothing; home beautification; food production and preservation; selection, preparation, buying, and serving family foods.

The day school program, our major responsibility, continues to grow from year to year. A total of 333 teachers are teaching in 303 high schools. The enrollment in our high school homemaking classes totals 18,883. This represents an increase over the previous year. High school boys are becoming more and more interested in homemaking education.

Training in adult homemaking may open the doors to an unlimited number of fields. These ladies are interested in learning how to make hats in an expert fashion.

They have an enrollment of 204. Family living is a most interesting and worthwhile course for both boys and girls. Every girl enrolled in the homemaking classes, plans and carries to completion a series of out-of-school experiences which enable her to make practical application of her training. There were 20,478 visits made to the homes by the teachers of the state to supervise this part of the training program.

Homemaking education classes for adults are included as a part of the total program in many communities and centers. During the school year 426 teachers taught the adult classes that served 10,252 men and women.

The Future Homemakers of America with 13,026 chapter members and the New Homemakers of America with 322 chapter members are the organizations for students studying homemaking in the junior and senior high schools. As integral parts of the program, they offer an opportunity for further development of pupil initiative in planning and carrying out activities related to the home and family. These organizations bring together groups interested in and working toward better home and family living, provide opportunities to share in solving problems important to home life, and increase opportunities for development of leadership.

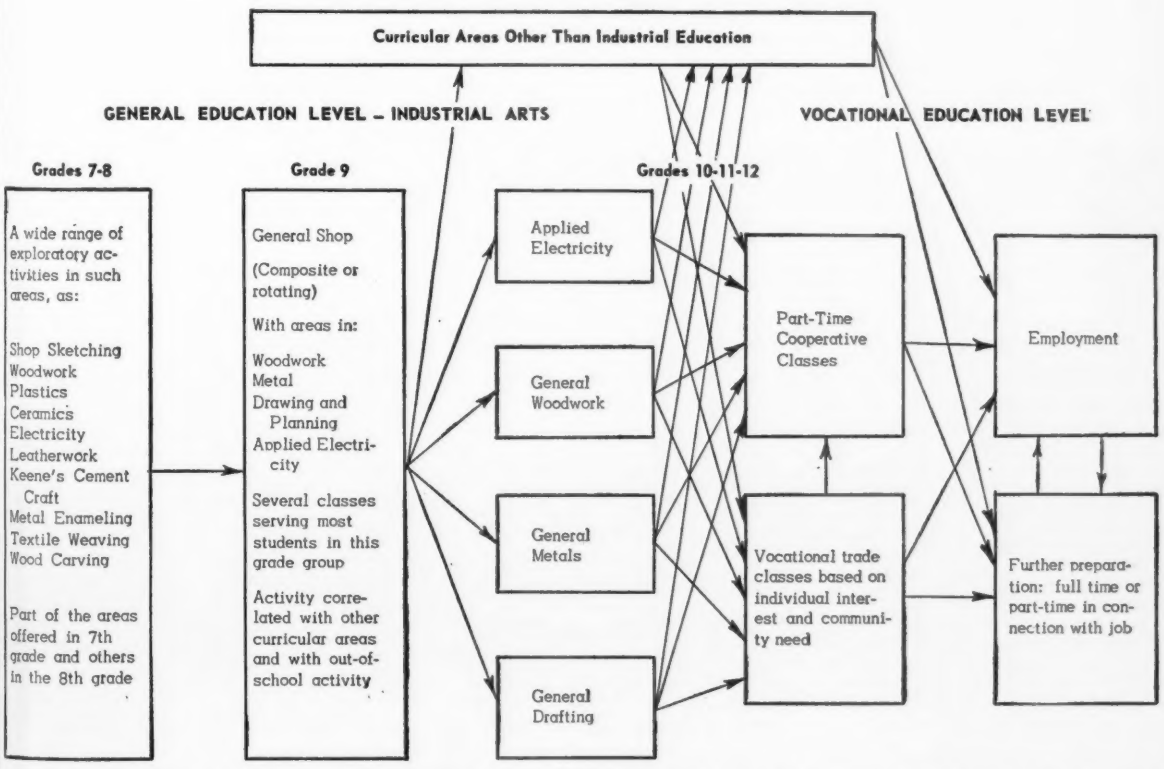
INDUSTRIAL EDUCATION

The term industrial education as used in Missouri is a broad generic one and applies to education that is concerned with living and working in an industrialized society. Two distinct yet closely related phases are recognized and provide for: the general education phase or industrial arts, which has as its purpose providing background, exploration and interpretation of industry; and the vocational phase which serves the purpose of training for employment and of extending skill and knowledge for those already employed in trade and industrial pursuits. Close correlation of the general phase with the vocational phase of industrial education is considered of great importance and has been a characteristic of the program in this state for a number of years. This correlation is indicated by the chart which is used as a guide in developing a full program of industrial education in a school.

Vocational industrial teacher training is provided at the University of Missouri, Lincoln University, and by local teacher trainers in Kansas City and St. Louis. The above named institutions also train teachers of industrial arts as do each of the five state supported colleges. In 1945 there were 100 schools offering industrial arts. In 1955 this number was well over 300 with 575 teachers providing instruction to more than 42,000 students. This same period has been characterized by the addition of many new buildings and much improvement in physical facilities in general.

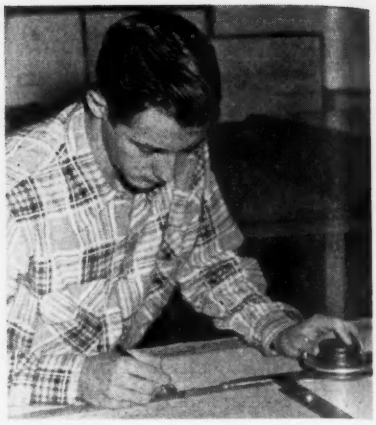
Trade preparatory training for school age youth is provided for by day trade classes and part-time cooperative programs. Ten cities of the state have trade schools, or offer trade training as a part of the comprehensive high school. Two schools, the St. Louis County Vocational and Lead Belt Vocational, operate on an

INDUSTRIAL EDUCATION CURRICULUM FOR JUNIOR AND SENIOR HIGH SCHOOL



The above graphic material is presented to suggest courses, sequence, grade placement and relationship of subjects in an industrial education curriculum. The arrows indicate patterns of movement of the student through the program. It is understood that any individual student will take more than one curricular area and, in most cases, more than one subject in an area.

Trade preparatory training for school age youth in Missouri is provided for by day trade classes and part time cooperative programs. Ten cities in the state either have trade schools or offer trade training as part of a comprehensive high school program. Above, a trade student develops skill under the supervision of an experienced craftsman. Below, a student gets help in the machine shop class at the Hillyard Vocational School, located in St. Joseph, Missouri.



A "draftsman in the making" does careful work in vocational drafting class.

area basis and serve a number of surrounding school districts. A total of 25 trades are taught in the trade schools and classes in the state and 3,500 all-day students are enrolled. Recent developments in trade education has been the tendency to provide new and improved facilities. With one or two exceptions new buildings have been built or existing facilities have been greatly improved in the past few years. The new O'Fallon Technical High School in St. Louis is nearing completion. This school, being built at a cost of more than $5,000,000, will provide that city with facilities for vocational and technical education that can be excelled or equaled by few cities in the country.

Since its beginning in 1934 part-time cooperative training of a diversified type has grown rapidly. It met a need for trade training in the many towns of medium size in the state where the establishment of trade schools has been impractical and where the number to be trained in any one occupation is small. Training in 60 trade and service occupations is provided by this program in the state. Seventy-six coordinators teach and supervise 1,500 student learners. There is a demand and need for further expansion of this program which at present is limited by the lack of qualified coordinators. Trade and industrial education for adults has always been an important part of the program in Missouri. Classes were in operation in St. Louis prior to the enactment of the Smith-Hughes Law. This type of trade and industrial education has been growing in importance and emphasis in recent years.

Through part-time trade extension related instruction is provided

to 2,600 apprentices working at 20 trades. This number shows substantial increase from year to year. Extension training for journeymen workers in many occupations is provided in Evening Trade Extension classes. Enrollments this year in this program will reach well over 6,000 which includes some 2,000 rural electrification linemen and an equal number of practical nurses who are taking refresher training. Type "C" or technical programs will this year enroll approximately 1,500 individuals. These programs are of two types: those of one or more years duration as the preparatory training for practical nurses and short period training courses for operation in specialized industries. Two approved schools of practical nursing are in operation and more will be established to meet the increased need. Short intensive courses are being offered for operator training in the garment, aircraft and cleaning and pressing industries.

While much has been accomplished there are still many major problems, such as: trade education in low income areas; related instruction for apprentices in areas where total number is small; support and expansion of area schools and many others.

With pride the JOURNAL has presented the saluate to AVA's golden anniversary convention state. Coordinated with it and beginning on this page is the story of the new John O'Fallon Technical High School. AVA members who plan to attend the 50th vocational meeting will read this story with interest.

Guest Editorial, by Hubert Wheeler

(continued from page 2)

eral money amounted to 21 per cent. These figures are based on a total expenditure of more than $4,180,000 which includes $700,000 of local money spent for guidance services.

When the Smith-Hughes Act was passed by Congress and was signed by the President on February 23, 1917, the Missouri General Assembly was in session. The General Assembly immediately passed enabling legislation to permit Missouri to share in the vocational education program. Missouri legislators have since kept pace with changing legislation and the changing needs of our society.

In administering vocational education, the Missouri State Department of Education has been interested in making vocational education an integral part of the total educational program. Vocational education is a part of the Division of Instruction in the State Department of Education with the Director of Vocational Education being the Assistant Commissioner for Instruction. This has permitted the development of a close relationship among all instructional services.

Missouri is proud to be host to the American Vocational Association's Golden Anniversary Convention. My staff and I, along with the Convention staff in St. Louis, will do everything possible to make this an outstanding occasion. We invite all who may need assistance to let us be of service to them.

Vocational and practical arts students participate in a panel that is a feature of the annual meeting for vocational educators held at the University of Missouri.

St. Louis Names New Technical High School for John O'Fallon

ST. LOUIS, HOST CITY for the Golden Anniversary Convention, has long been a center for vocational and technical training. The pace is not slowing down. On the contrary *acceleration* is the word to describe vocational training in this midwestern city. The John O'Fallon Technical High School will open its doors to students on September 4, 1956. Dedication exercises will be held September 27. As AVA'ers descend upon St. Louis, they will find the new school in session and awaiting visits from them. They are extended a most cordial invitation.

The students who will attend this new technical high school—all 2600 day-traders and a large adult enrollment are fortunate. Here they will study in a most modern structure completely equipped with new and modern equipment.

The Beginnings of Vocational-Technical Education in St. Louis

Henry Ames, a pioneer St. Louisan, wrote in his will ". . . and pay over to Washington University for the use of the O'Fallon Polytechnic Institute the sum of $100,000."

Henry Ames believed in the future usefulness of the institute. He had watched it grow from its start as the Eliot Seminary in 1853. His friend was Colonel John O'Fallon for whom the school was renamed in 1854.

These men and other leading citizens favored this school which was dedicated to the purpose "of providing the means of a thorough and complete education with particular view to practical usefulness." Thus was the beginning of St. Louis' first vocational school.

The movement gained national recognition when Congress passed the Land Grant Act in 1862, enabling the federal government to provide public lands upon which the various states were to establish colleges of agriculture and mechanical arts. During the passing years the

O'Fallon Institute served and grew. By 1868 Washington University had erected a new building for the Institute at a cost of $500,000. This high cost brought on problems that indicated that the educational purposes of the Institute might be slighted. So the trustees of Washington University offered to sell the new building and to give the legacy of $100,000, bequeathed by Henry Ames, to the St. Louis Board of Public Schools for the total price of $280,000. This special price included an agreement in writing that the Board should provide "technical and technological instruction for those engaged in and preparing for mechanical or other pursuits," and should associate the name of Henry Ames with such educational purpose forever. The board agreed, bought, and assumed its new obligation.

Since most of the students worked during the day, evening school classes were scheduled, the first term opening on October 29, 1868. Calvin M. Woodward, later known as the "father of manual training" because of his work in establishing the St. Louis Manual Training School in 1879, was the first Principal. Dr. Woodward had become associated with the Washington University and with its cooperation he was able to start the manual training school. His work as Principal of the O'Fallon Polytechnic Institute, however, was restrained by a lack of understanding from his superiors.

By 1890 the St. Louis Board of Education thought well enough of Dr. Woodward's manual training school to authorize an experimental manual training class at the L'Ouverture Elementary School. It was only a short time before this kind of education was recognized as worthwhile and grade school classes in sewing, printing, shorthand, and shoemaking were made available to the children of the citizens of St. Louis.

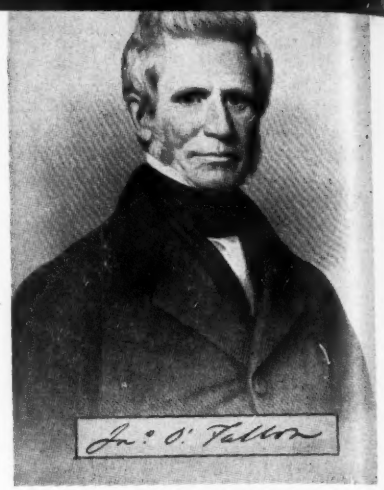
Several years later, in 1892, the first business courses for high school pupils were introduced by Central High School. The two courses offered were bookkeeping and shorthand. In 1904 the McKinley and Heatman High Schools began to offer manual training and domestic science courses to high school pupils in St. Louis. Highly significant to vocational education—not only in St. Louis, but on a national scale—was the establishment in 1907 of the David Ranken, Jr. School of Mechanical Trades.

These are excerpts from the will of David Ranken, Jr.:

"Whereas, for many years I have been impressed with the facts that too little attention is given to the instruction of boys in the mechanical trades. . . . I am satisfied that there is need of an institution the object of which shall be education and instruction in the ordinary mechanical trades and in which boys, especially, may be taught the dignity of labor. . . . I have therefore formed an intention of endowing an institution in the City of St. Louis . . . in which boys and men may be trained to habits of industry and economy. . . ."

About John O'Fallon

John O'Fallon, born September 17, 1791, near Louisville, Missouri, spent his childhood there with his father, a Revolutionary War Hero, and his mother, a gentle and joyous woman. When John was 21, the War of 1812 broke out and he



enlisted in the United States Army. During the war, O'Fallon took part in many campaigns and was commissioned to the rank of colonel for his splendid service. After the war, however, he resigned from the army and became a contractor of army supplies in the City of St. Louis. With a shrewd business sense and a pleasing personality, he soon developed the O'Fallon Contracting Firm into a very prosperous business.

Mr. O'Fallon, greatly interested in his beloved St. Louis, saw need for many improvements that he could make possible through his stable financial position. Mr. O'Fallon's plan of improving the city went into action when he donated land and endowment funds for the Institute which was to bear his name, in 1855.

The Institute was to be named the "O'Fallon Polytechnic Institute" as a *"becoming expression of respect for Colonel O'Fallon. . . ."*

Honored Twice in 100 Years

In 1955, through action of the St. Louis Board of Education, Colonel O'Fallon was honored the second time when America's newest technical school was named for him.

"Let first things be first...

and for the vocational teacher

SKILLS ARE FIRST"

By C. M. MILLER
former Kansas State Director of Vocational Education

Vocational education in this country became official with the passage of the Smith-Hughes Act in 1917. Before that time several widely separate attempts at vocational education had been made. They were of necessity trial and error efforts. They served two important purposes. They focused attention on a great need in this country for changes in its over-all program of education. A second but equally important purpose they served was the development of a small but potent group of leaders in the new movement called vocational education.

It was no accident that when the Smith-Hughes Act was passed it created a Federal Board for Vocation Education composed of *laymen*. It was no accident that, when this board faced the responsibility of interpreting and implementing this new and epoch making educational legislation, it should turn for leadership to this small group of leaders, the only people in the country who had any experience within the purview of the Act. They came out of the earlier attempts at vocational education.

These leaders, using their own homespun chart and compass, proceeded wisely as is attested by the fact that four supplemental Acts have been passed and the program has grown from a flatfooted standing start in 1917 to the program of immeasurable worth it is today.

They succeeded because they worked in intimate cooperation with leaders in Labor, Industry, and Agriculture. These lay leaders knew what was needed and why changes were needed. Together they had the courage to face and contend with opposition.

From the beginning, there were some educators who feared for the integrity and respectability and sacredness of the whole educational effort. This thing called vocational education was without caste. It was untouchable. One such person declared publicly that, "This thing called vocational education is a wild horse loose on the educational range and must be brought into the corral."

Fortunately educators, in the main, enthusiastically welcomed this newcomer as a part of the solution to some of their educational problems. These have made it possible for vocational education to survive and grow and become useful. They have given generously of time and energy and courage.

There are some in vocational education who have fallen under the spell of reactionary educators. They are not certain that they believe in the thing they are doing. They think maybe it is not really education. They are willing to compromise vocational education standards for educational respectability. Some of them will barter standards for job security. They will accept half a loaf when only a whole loaf has any value.

We have never known a leader in vocational education who would willingly condone slovenliness of speech or flabbiness of thought, or social inadequacy, but the vocational teacher spreads himself too thin if he assumes responsibility for teaching all the things youth needs to know. The vocational teacher can only do his proportionate share along with the other teachers in the school in this regard. All vocational teachers within our acquaintance have always done this. Furthermore, leaders in industrial education have always advocated that somewhere near one-fourth of the time in a trade class be used for teaching general and specific related information.

The vocational teacher may as well ask the general educator to teach vocational skills as to accept responsibility for covering the whole educational waterfront himself.

So long as we cluster our lives around such gadgets as radio and television, automatic water heaters, food freezers, refrigerators, automobiles, planes and trains, we are consumers of skills. We shall depend on industry to furnish all these gadgets so skillfully made that they never fail us. Industry is the vocational teacher's market for his product, and it must be good.

President Eisenhower said in a letter which had wide circulation in this country during his campaign, "The wealth of the world is created by the work of skilled hands on raw material." Skills must be important.

At the city gate of a manufacturing city a sign prominently displayed tells the traveler, "What Chester Makes—Makes Chester." Adapting the thought to vocational education, it is true that "What vocational education makes—makes vocational education."

We are convinced that Congress did not pass four acts supplemental to the Smith-Hughes Act and continue to increase appropriations for vocational education to teach effective speaking or proper emotional adjustments, or "How to win friends and influence people" but the skills of various trades. It might be well to refresh our memories with respect to this by referring to the 1952-1953-1954 reports of the Executive Council of the American Federation of Labor on Education.

Anything except the teaching of skills by the vocational teacher should be *incidental* and should not be at the expense of the development of skill competency.

Let first things be first, and for the vocational teacher skills are first.

why not follow our lead, says Louisiana in describing a statewide network of successful

Industrial Arts Clubs

BY H. O. THOMAS

Principal Bordelon, Instructor Wiltz and State Supervisor of Industrial Arts Harry Thomas admire the club jacket and emblem used by the Industrial Arts Clubs of La.

WE HAVE LONG BEEN aware of the need for industrial arts youth clubs in Louisiana. As State Supervisor, I have had so many inquries about national clubs for industrial arts students that we decided to form our own organization. Since there was no national organization, per se, ours might well be the pattern for one. A committee was formed to draw up a constitution and by-laws. After three years of work, a constitution and by-laws were adopted.

First Club

Lawrence Wiltz, instructor of industrial arts at Melville High School, was appointed Chairman of the Constitution Committee and organized the first club at his school. Melville High School today enjoys one of the most active memberships of any of the Louisiana clubs. Starting with 13 members in 1953, the Melville High School unit has grown to a present membership of 21. This chapter has not only enjoyed the privilege of being first in the state, but it has also served as a laboratory unit for other clubs.

This activity was so enthusiastically received by the students of Melville High School that they immediately wanted to identify themselves. They selected jackets and adopted their own emblem. Wiltz designed the emblem and made arrangements for the manufacture of the jackets and emblems. Although the emblem has not been adopted state-wide, it has great merit; and there is every indication that many of its features will be incorporated in the state-adopted emblem. The constitution and by-laws were adopted last November.

A Principal Adds His Approval

"We feel that we are very fortunate to have an industrial arts club chapter in our school. We also feel that its program contributes to the development of the practical side of the pupil's educational growth and development. The practical application of math and the teaching of boys to work with their hands are probably the finest contributions," said Gordon Bordelon, Principal of Melville High School.

I have always believed that when a program wins the praise and the approbation of a principal, it must be contributing to the overall success of the total program of education and training. Therefore, I am especially proud to have Mr. Bordelon's permission to use this quotation.

Purposes of State Organizations

The purposes of the organization as stated in the Constitution, Article II, are as follows:

General

To widen and deepen the interest and knowledge of students in this technological age, to motivate regular school work, and to promote the industrial arts program in our school

Mr. Thomas is State Supervisor of Industrial Arts Education in Louisiana.

Specific

- To develop opportunities for the development of leadership in social, civic, and school activities
- To develop through group action the ability of club members to plan together, organize, and carry out worthy club activities and projects
- To explore industry and American industrial civilization
- To promote high standards of craftsmanship, scholarship, and safety
- To foster a deep respect for the dignity of work
- To develop leisure time activities and hobbies
- To provide opportunities for wholesome recreation
- To encourage creative expression
- To develop consumer knowledge
- To develop desirable habits and attitudes

The Community Shows An Interest

The people of our communities have also expressed an appreciation and interest in the work that industrial arts clubs are doing. The industrial arts section of the State Department of Education has offered the leadership in the development of a program of youth organizations. Local industrial arts teachers have taken the initiative to promote the idea of clubwork for the definite purposes as stated in the Constitution.

The State Department's Role

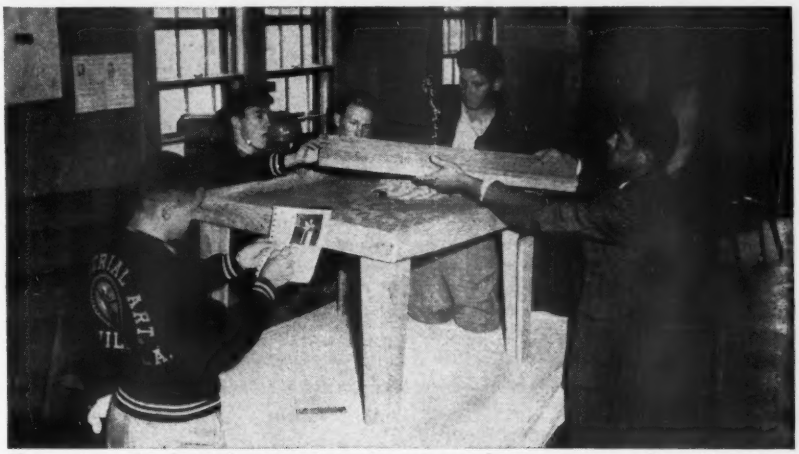
State Superintendent of Public Education Shelby M. Jackson on numerous occasions has demonstrated his sincere interest in the youth organizations of Louisiana. He has specifically pointed to the organization, promotion, and development of industrial arts clubs as a most worthwhile endeavor.

"A state convention for industrial arts clubs is one of our immediate goals," stated Assistant State Superintendent of Public Education A. E. Robinson.

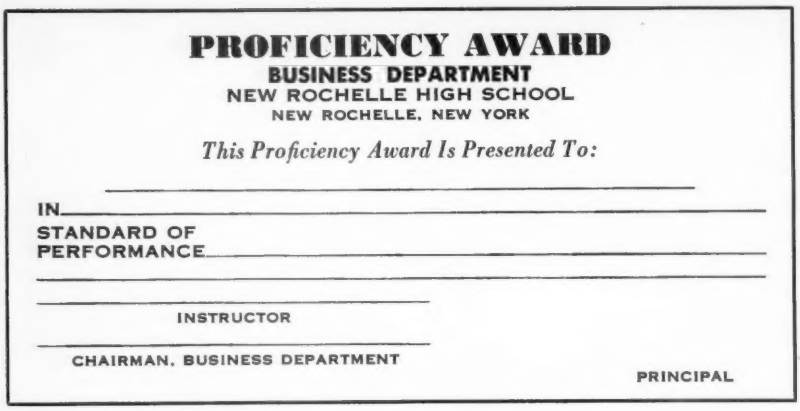
As the clubs develop in organization, they also contribute more and more to the overall school program.

(Continued on page 18)

Industrial arts club are profitable to boys who, as above, participate in club meetings and, below, work together to contribute to community civic projects.



The variety of industrial arts projects that attracts boys is never ending. Here they work on guitars, furniture, and lamps. Louisiana students have built treasuries for their clubs, help the handicapped and their communities with their handiwork.



PROFICIENCY AWARD
BUSINESS DEPARTMENT
NEW ROCHELLE HIGH SCHOOL
NEW ROCHELLE, NEW YORK

This Proficiency Award Is Presented To:

IN _____

STANDARD OF PERFORMANCE _____

INSTRUCTOR

CHAIRMAN, BUSINESS DEPARTMENT

PRINCIPAL

"for work well done"

By VERN FRISCH

"HEY DAVE!" called Phil to his pal as he went down the hall; "I heard you won a Proficiency Award. What's that?"

"It's an award for running 50 checks in 45 seconds on an adding machine with the right answer," Dave replied.

"Say, that's terrific; that's 10 seconds better than anyone else has done!" "Yeah, I guess it is," said Dave. "I wanted to make the best record on that machine this year."

Dave's Proficiency Award

The Proficiency Award is not only used in many departments of the office practice laboratory, but it is also used in all typewriting and shorthand classes with a great deal of success.

Students Develop Their Own Standards of Performance

Adding Machines—50 checks correctly in 60 seconds

In the operation of the full-keyboard adding machine, students realized that an operator ought to do 50 checks correctly in at least 60 seconds for a grade of "A" for the test. If the checks are run in 50 to 55 seconds, a grade of "A+" is given. Grades are scaled downward, if a student takes longer than 60 seconds to run the 50 checks. The same standard is applied to the operation of the 10-key adding machine. A Proficiency Award is given for each machine with correct operation under 60 seconds.

Billing Invoices—5 invoices in 7 minutes

Five snap-out carbon sales invoices are billed with the electric typewriter from handwritten sales tickets. All corrections are made neatly with the typewriter on the original copy. Carbon copies are corrected with pencil. Proficiency Awards are presented for five invoices in seven minutes. This is also the basis for a grade of "A" in the test.

Dictating Machine Transcription

A Proficiency Award and a grade of "A" for the test are given for the production of a *mailable* letter of approximately 175 words with one carbon copy in 8 minutes which allows time for about one or two corrections. This means a production of about 50 letters in a 7 hour day.

Bookkeeping Machine Posting

Using 10 ledger sheets and 25 debit and credit tickets, a maximum of 20 minutes time is allowed for correct posting and a grade of "A" on the test for a Proficiency Award.

Production Typing of Envelopes

The office practice laboratory undertakes one big envelope addressing job each year for either the Red Cross, the Cancer Drive or the Crippled Children's Society. This affords an opportunity for each student to type and handle several hundred envelopes. A standard of addressing 175 envelopes an hour is the basis for giving a Proficiency Award and a grade of "A" for this kind of work.

This standard may vary due to the kind of envelope and the typing media. In one instance, each name and address was taken from a 5 x 3 card and typed on the flap side of the envelope. "Backfeeding" could not be used and each 5 x 3 card had to be turned over. It was decided that 150 envelopes an hour was a fair production rate.

Extended Use of Awards and Materials

Standards of performance are determined for nearly every operation in the laboratory—calculating machines, stencil cutting, the typing of both salary checks and company checks. Proficiency Awards are given for the above operations as well as for outstanding work in the office practice laboratory. For example, a student is rotated to the cashier department. He is given a Proficiency Award if he does a good job in making up and balancing his cash sheets, maintaining the checkbook, depositing funds in the bank each day and reconciling the bank statement.

Colored chalk notices on the board and wall charts listing the names of students and their performances increase interest and drive on the part of the workers. Students' work is posted on a bulletin board under the caption: *For Work Well Done, We Salute You!*

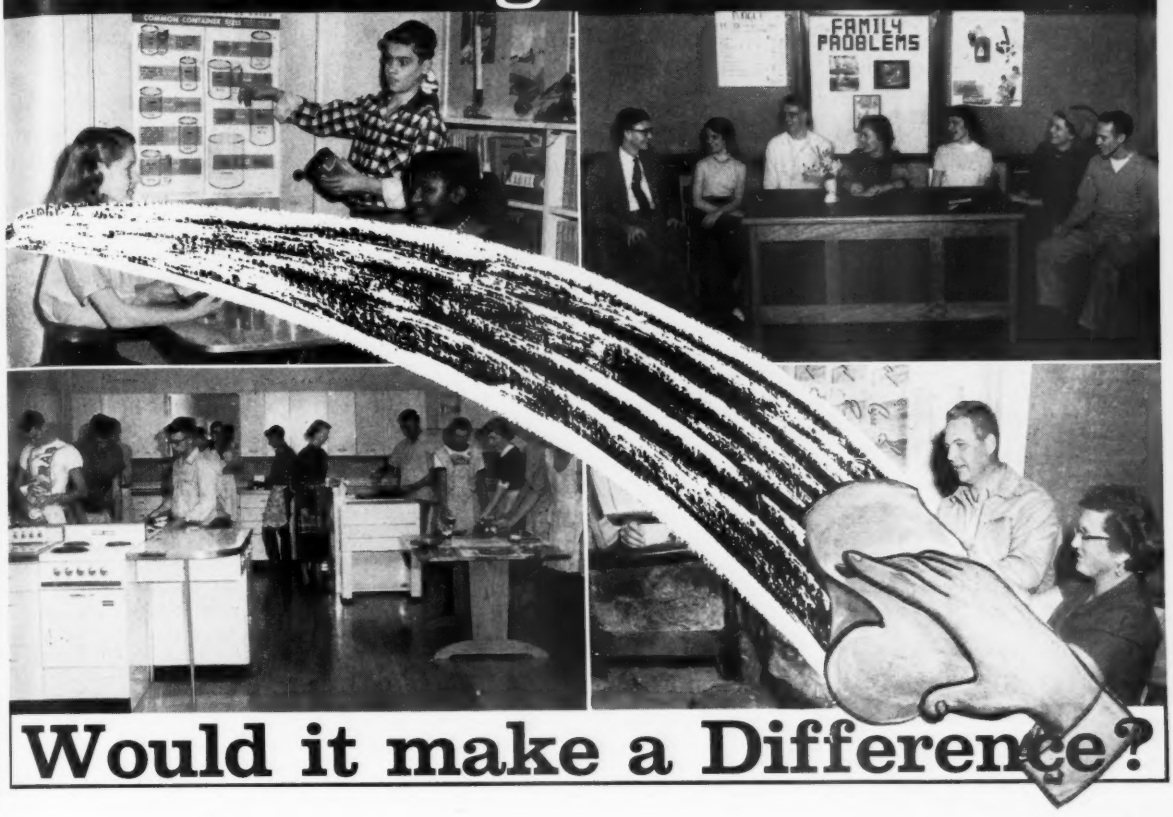
What Are Standards?

There has been very little agreement regarding office standards, although much has been said about them. Isn't it a fact that most business offices establish their own production standards?

Why not be realistic about standards in school? Why not let the students establish their own standards? With help and motivation on the part of the instructor and through various media like proficiency awards, board and wall charts and signs, students will invariably set good standards for their work. In fact, students are inclined to set higher standards than teachers sometimes establish. Student work will be improved and production standards will be raised in an office practice laboratory if the instructor can use various means to student performance and production.

Mr. Frisch is Chairman of the Business Department, New Rochelle High School, New Rochelle, N. Y.

Homemaking WIPED OUT!



Would it make a Difference?

SUPPOSE YOU CAME to school tomorrow and the homemaking department had simply disappeared—lock, stock, and barrel—from your school building. Suppose the line on your students' daily schedule that says, "Homemaking," had vanished like something written there in invisible ink.

What real difference would it make to your community? There lies the test of the effectiveness of your homemaking program.

No one homemaking program can, of course, minister to every need in its community. No one teacher can find enough strength and resourcefulness to guide adequately every student who comes within her range. But is there enough strength and help in you and your program and your department so that those who are in your small world would feel a terrific resource had been taken from them if you and your department were not there?

Take beauty, first. Do your students make their school more beautiful? Does somebody see that flowers are in the homemaking department daily, and somewhere in the hall? Is there an interesting flower arrangement on the principal's desk? Do you encourage your students to put flowers and posters and bright curtains in the lunchroom? Did they help with choosing draperies and colors and pictures for the lounge? The good homemaking department is one where people go constantly for help to create beauty in their lives, their homes, their clothes. Would they miss you for that?

Would the girls dress as attractively? Many a girl depends on a good homemaking department to help her make twice as many pretty, becoming clothes on her budget as she could have if she bought them. From these skills, she will go on to the making of clothes for her family later, the stitching up of pretty things for her home, the competent choosing of colors, and the creation of things just right for her figure, her house, her family. The stitchery skills are a strength in your program. Whether it's a first year fumbler making an apron, or an advanced student doing a three-piece wool suit, or the community committee meeting in your department to make the curtains for the parsonage, it's an important area of skill you are helping people develop.

Would people eat as well if your department were not there? Have you made your students aware that nutrition is a power in personality development? Do they know that what they eat, how well they know the "basic seven" may make all the difference to them now and twenty years from now in whether they are healthy, energetic, and happy to be around? Does their knowing carry over into their making their families aware of the importance of